

## Daisy Elementary

2801 Red Bluff Road  
Loris, SC 29569

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	522 Students	
<b>Principal</b>	Dawn N Brooks	843-756-5136
<b>Superintendent</b>	Gerrita Postlewait	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	51	59	3

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Excellent	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	No
<b>2005</b>	Good	Unsatisfactory	No

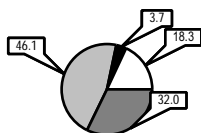
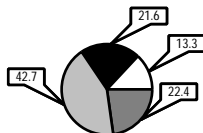
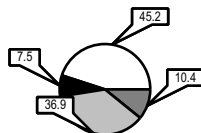
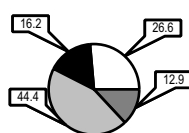
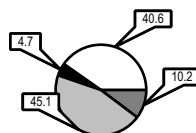
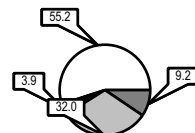
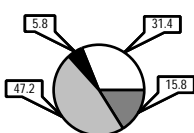
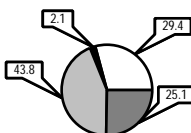
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	251	100.0	18.3	46.1	32.0	3.7	45.6	Yes	Yes
<b>Gender</b>									
Male	123	100.0	25.0	43.1	26.7	5.2	40.5		
Female	128	100.0	12.0	48.8	36.8	2.4	50.4		
<b>Racial/Ethnic Group</b>									
White	122	100.0	11.2	40.5	40.5	7.8	59.5	Yes	Yes
African American	121	100.0	25.4	53.4	21.2	0.0	30.5	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	191	100.0	7.7	46.2	41.8	4.4	57.7		
Disabled	60	100.0	50.8	45.8	1.7	1.7	8.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	251	100.0	18.3	46.1	32.0	3.7	45.6		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	18.0	46.0	32.2	3.8	46.0		
<b>Socio-Economic Status</b>									
Subsidized meals	220	100.0	19.9	48.3	29.9	1.9	41.2	Yes	Yes
Full-pay meals	31	100.0	6.7	30.0	46.7	16.7	76.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	251	100.0	13.3	42.7	22.4	21.6	58.9	Yes	Yes
<b>Gender</b>									
Male	123	100.0	15.5	39.7	19.8	25.0	56.0		
Female	128	100.0	11.2	45.6	24.8	18.4	61.6		
<b>Racial/Ethnic Group</b>									
White	122	100.0	6.0	33.6	25.0	35.3	75.9	Yes	Yes
African American	121	100.0	20.3	51.7	19.5	8.5	42.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	191	100.0	3.8	42.9	25.8	27.5	71.4		
Disabled	60	100.0	42.4	42.4	11.9	3.4	20.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	251	100.0	13.3	42.7	22.4	21.6	58.9		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	13.0	42.7	22.6	21.8	59.0		
<b>Socio-Economic Status</b>									
Subsidized meals	220	100.0	15.2	44.5	21.8	18.5	54.5	Yes	Yes
Full-pay meals	31	100.0	0.0	30.0	26.7	43.3	90.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	251	100.0	45.2	36.9	10.4	7.5	17.8
<b>Gender</b>							
Male	123	100.0	45.7	33.6	12.1	8.6	20.7
Female	128	100.0	44.8	40.0	8.8	6.4	15.2
<b>Racial/Ethnic Group</b>							
White	122	100.0	25.9	44.8	18.1	11.2	29.3
African American	121	100.0	64.4	29.7	3.4	2.5	5.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	191	100.0	34.6	42.3	13.2	9.9	23.1
Disabled	60	100.0	78.0	20.3	1.7	0.0	1.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	251	100.0	45.2	36.9	10.4	7.5	17.8
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	45.2	36.8	10.5	7.5	18.0
<b>Socio-Economic Status</b>							
Subsidized meals	220	100.0	49.3	36.0	9.0	5.7	14.7
Full-pay meals	31	100.0	16.7	43.3	20.0	20.0	40.0

<b>Social Studies</b>							
All Students	251	100.0	26.6	44.4	12.9	16.2	29.0
<b>Gender</b>							
Male	123	100.0	30.2	40.5	9.5	19.8	29.3
Female	128	100.0	23.2	48.0	16.0	12.8	28.8
<b>Racial/Ethnic Group</b>							
White	122	100.0	12.1	47.4	19.0	21.6	40.5
African American	121	100.0	40.7	41.5	6.8	11.0	17.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	191	100.0	17.6	44.5	16.5	21.4	37.9
Disabled	60	100.0	54.2	44.1	1.7	0.0	1.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	251	100.0	26.6	44.4	12.9	16.2	29.0
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	26.4	44.4	13.0	16.3	29.3
<b>Socio-Economic Status</b>							
Subsidized meals	220	100.0	28.0	44.1	12.3	15.6	28.0
Full-pay meals	31	100.0	16.7	46.7	16.7	20.0	36.7

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	94	100.0	23.9	25.0	36.4	14.8	51.1
	4	102	100.0	24.2	41.4	32.3	2.0	34.3
	5	88	100.0	25.9	54.3	19.8	N/A	19.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	76	100.0	18.9	39.2	35.1	6.8	41.9
	4	85	100.0	21.0	48.1	30.9	0.0	30.9
	5	90	100.0	15.1	50.0	30.2	4.7	34.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	94	100.0	14.8	46.6	26.1	12.5	38.6
	4	102	100.0	15.2	38.4	22.2	24.2	46.5
	5	88	100.0	18.5	48.1	16.0	17.3	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	76	100.0	12.2	52.7	9.5	25.7	35.1
	4	85	100.0	13.6	34.6	37.0	14.8	51.9
	5	90	100.0	14.0	41.9	19.8	24.4	44.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	76	100.0	35.1	33.8	16.2	14.9	31.1
	4	85	100.0	48.1	39.5	8.6	3.7	12.3
	5	90	100.0	51.2	37.2	7.0	4.7	11.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	76	100.0	5.4	33.8	18.9	41.9	60.8
	4	85	100.0	23.5	60.5	12.3	3.7	16.0
	5	90	100.0	47.7	38.4	8.1	5.8	14.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 522)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.3%	Down from 2.5%	4.1%	3.0%
Attendance rate	97.5%	Up from 97.3%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.8%	Down from 11.3%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	Down from 7.8%	3.8%	3.2%
Eligible for gifted and talented	13.6%	Up from 9.6%	6.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Down from 12.5%	8.0%	8.2%
Older than usual for grade	0.2%	Down from 0.7%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	21.4%	Down from 30.2%	50.0%	52.6%
Continuing contract teachers	73.8%	Down from 76.7%	80.9%	83.3%
Highly qualified teachers	95.0%	Up from 94.6%	92.9%	93.5%
Teachers with emergency or provisional certificates	3.2%	Up from 2.9%	2.5%	0.0%
Teachers returning from previous year	83.1%	Down from 85.3%	83.9%	87.0%
Teacher attendance rate	94.1%	Down from 95.1%	94.9%	95.0%
Average teacher salary	\$39,228	Up 3.3%	\$40,675	\$41,703
Prof. development days/teacher	13.4 days	Down from 14.8 days	12.7 days	12.8 days
<b>School</b>				
Principal's years at school	1.5	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.2 to 1	17.3 to 1	18.8 to 1
Prime instructional time	90.9%	Down from 92.3%	89.1%	89.8%
Dollars spent per pupil*	\$8,353	Up 20.6%	\$6,865	\$6,242
Percent of expenditures for teacher salaries*	63.0%	Up from 62.3%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Daisy Elementary's mission is to ensure that each child receives a personalized quality education where they are nurtured and challenged by actively engaging in meaningful standards-based teaching and learning in preparation for their future. Through the hard work of our dedicated staff and students, we have continued to ensure success for all students.

The 2004-05 school year completed our eleventh successful year operating on a year-round calendar. Students in grades 3-5 were provided instruction each day in English language arts designed to meet their specific needs, and all students in grades 1-5 received daily specially planned instruction on their level in math.

Throughout the school year, Daisy teachers had weekly grade level meetings to plan and discuss ideas to enhance instruction in the classroom. Measure of Academic Progress (MAP) provided us with another tool to access children's strengths and weaknesses. Staff participated in professional development focused on "A Framework of Poverty" and Metacognitive Strategies. We have several teachers working toward their master's degrees and gifted certification.

Students and staff were provided the opportunity to be involved in the community. Students participated in Jump Rope for Heart, DARE, and HTC Recycling. Daisy raised \$1,230 for March of Dimes and \$2,400 for Relay for Life. With the support of PTO, we were able to purchase new playground equipment, student agendas, and enhance the environment. Each Tuesday night, parents and students participated in Family Reading Night, and several fifth grade students participated in a pre-algebra online class.

Many of Daisy's accomplishments can be attributed to operating on a year-round calendar, which allowed approximately 200 children in child development through fifth grade to attend four weeks of intersession school before PACT. Approximately 100 second through fifth grade students attended extended day in order to improve PACT ELA and math scores. We also implemented Corrective Reading and Reading Mastery, which provides small group instruction in reading to students in first through fifth grade.

Daisy Elementary is committed to reaching our goals, and we look forward to working with PTO, School Improvement Council, and teachers to continue to increase parental and community involvement. We are proud of our successes, and we invite you to come visit us and be an integral part of our commitment to excellence.

Dawn N. Brooks, Principal

Barbara Hardee, School Improvement Chairperson 2004-05

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	34	72	37
Percent satisfied with learning environment	87.5%	88.2%	91.2%
Percent satisfied with social and physical environment	84.8%	80.0%	82.9%
Percent satisfied with school-home relations	47.1%	78.3%	77.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.